

This final paper focuses on high school senior's motivation and their future time perspective. I will attempt to describe the students' motivation in general, not only their educational motivation. I will endeavor to ascertain such things as if the students can already envision their future education and profession; and, if they are more ambitious about their career versus raising a family.

This paper has two sections: the theoretic and the research.

The theoretic component describes the adolescent and early adulthood periods of the students' lives. It also discusses most of the major changes in their life at this time. This section will also concentrate on the students' perception of time. I wrote about the historical perception of time and the theory of motivation, and analyzed how they are related to the behavior and motivation of juveniles. The emphasis is on the perception of psychological time and the subjectivity of time. I also relate the main concepts of life-span psychology. The theoretic part functions as the crucial building block for the research section.

The research was done February to March of 2006 in Prague. I chose students from four high schools and students from university preparation courses from an individual preparatory institution as samples for my research. I used questionnaires as my methodology. These questionnaires provided me with substantive qualitative and quantitative analyses. The most important parts of these questionnaires were the second and third sections, which were Gjesme's FTO (Future Time Orientation) and Nuttin's Method of Motivation Induction respectively. These two methods, when used in conjunction, assisted in obtaining results about the students' motivation and perception of time. The findings showed most of the students scored high in future time orientation. The results also illustrate that the students are highly influenced by high school graduation and college entrance exams.